



BY DREW L. SMITH

Member of the Louisiana Bar, New Orleans

JOHN C. CALHOUN, the greatest exponent of States' Rights who ever lived, once said: "Nothing can be more unfounded and false than the prevalent opinion that all men are born equal for it rests upon the assumption of a fact which is contrary to universal observation."

Of course Calhoun was right. From the very beginning of the history of mankind there has been not only an enormous difference in the natural abilities of individual men, but in addition to that a clearly discernible inequality of the human races. Indeed, nowhere has this been more manifest than in the tremendous differences and achievements of the Caucasian and Negro races.

Apparently the profound disparity between the performance of these two races is grounded upon certain inherent racial characteristics which makes it impossible for the Negro race to think creatively with the vision and sustaining power that is required to develop and perpetuate a civilization.

Thomas Dixon, Jr., the well known novelist and student of races, expressed this failure of the Negro to create or progress in the following vivid language:

"The Negro has held the continent of Africa since the dawn of history, crunching diamonds beneath his feet. Yet he never picked one up from the dust until a White man showed him its light. His land swarmed with powerful and docile animals, yet he never built a harness, cart or sled. In a land of stone and timber, he never carved a block, sawed a foot of lumber or built a house save of broken sticks and mud, and for four thousand years he gazed upon the sea, yet never dreamed of a sail."

The record of history irrefutably shows that when the Negro is left to himself, he remains in a primitive state, unaffected by the progress of the rest of mankind, until he is drawn into their civilization.

The Negro has now been in America for over 300 years. Has his close contact with the Caucasian race during

these centuries raised his level of intelligence to that of the White race, and if so, to what extent has the intelligence of the White race been lowered in the process? The answers to these questions are inextricably related to the whole problem of racial integration.

As long ago as 1829 tests were carried on comparing White and Negro intelligence. A test made by Young appearing in the *Journal of Comparative Psychology* set forth the results of a mental examination of 282 White and Negro children in Louisiana with the grading being calculated on the basis of color.

The results showed that the degrees of intelligence extended downward from the White through the lighter Negroes to the blackest of that race, with the lighter Negroes averaging 19.7% more intelligent than the black Negroes.

Davenport and Steggerda in their book *Race Crossing in Jamaica* published the results of a study made by them on pure White, part Whites and pure Negroes. They found the races differed in mental capacity expressing themselves as follows:

"It seems to us that the outcome of the present studies is so clear as to warrant the conclusion that they put the burden of proof on the shoulders of those who would deny fundamental differences, on the average, in the mental capabilities of Gold Coast Negroes and Europeans."

In a work entitled *Applied Eugenics* written by Popenoe & Johnson and published in 1918, we find reference made to a study by G. O. Ferguson of a test given to 486 White and 421 Negro students with the following results:

Full Blooded Negroes scored 69.2% as high as Whites.

Three Quarter Negroes scored 73.0% as high as Whites.

One Half Negroes scored 81.2% as high as Whites.

One Quarter Negroes scored 91.8%

as high as Whites.

With respect to skin color, G. O. Ferguson, in *The Psychology of the Negro*, comparing various Negro groups found the lighter colored Negroes superior to the darker, and concluded intelligence increased as the degree of White intermixture increased.

In his study *Intelligence Testing* by Rudolph Pintner, published in 1931, he concludes in his summarization of many tests made upon Whites and Negroes by himself and others that:

"All results show the Negro decidedly inferior to the White on standard intelligence tests."

He states further in his conclusions that,

"These results are sufficiently numerous and consistent to point to a racial difference in intelligence."

Results of the Army Beta test given by the United States Army to 386,196 illiterate soldiers in World War I showed Negro draftees to be "inferior to Whites on all types of tests used in the Army." Additionally, tests were conducted upon pure Negroes, mulattoes and quadroons. It was found that "the lighter groups made better scores."

Higher Average I. Q.

S. M. Derrick, in *A Comparative Study of Intelligence* of seventy-five White and fifty-five Negro college students by the Stanford Revision of the Binet-Simon Scale, found Negro intelligence compared with that of Whites as follows:

"The Negro college students are older than the White; and according to chronological age he is more retarded. The White college students have a higher average I. Q. than that of the Negroes, their average being nine points higher."

James R. Patrick concluded in *A Study of Ideals, Intelligence and Achievements of Negroes and Whites* (1925):

"that the marked difference between the intelligence of the Negro and that of the White, as found by other investi-

gators, has been borne out by the results obtained in this study, the Whites being superior."

Joseph Peterson and Lyle H. Lanier authored a book in 1929 entitled *Studies in the Comparative Abilities of Whites and Negroes*. They discovered that among numerous adults tested of similar background that,

"the outstanding results of the tests revealed an enormous and reliable superiority of Whites over Negroes in every test made."

In 1919, D. Starch, in his work, *Educational Psychology*, citing some results of investigations of the relation of learning in school subjects to intelligence discovered that,

"all experimental results point in the direction that practice does not equalize abilities. The gifted individuals profit more, both relatively and absolutely, than the less gifted. This experimental fact is one of the most profound bits of evidence regarding the whole patterns of heredity and environment."

Recent Test Results

With respect to World War II, A. M. Shuey comments on Negro intelligence in the Armed Forces in *The Testing of Negro Intelligence* (1958) as follows:

"Negroes appear to be farther below Whites on the Army General Classification Test in World War I than they were on the combined Alpha and Beta scale in World War II."

She further remarks that,

"in a long variety of tests from Strong in 1913 to Hess in 1955 in which Negro and White intelligence was compared, the colored averaged consistently below the Whites.

The author goes on to make a final conclusion from these findings that they,

"all point to the presence of some native differences between Negroes and Whites as determined by intelligence tests."

The investigations of Public School Conditions in the District of Columbia

covered in a report of the Subcommittee of the Committee on the District of Columbia in 1957 clearly reveals the mental inferiority of the Negro students.

Concerning the advisability of racial admixture, E. M. East and D. F. Jones in their work, *Inbreeding and Outbreeding*, state the following:

"there is frankly, no such thing as racial assimilation. There is only racial amalgamation. Assimilation implies that a parent stock may absorb another and make the second over like it. This is impossible. There is always hybridization. The resultant of a mixture cannot rise higher, biologically speaking, than the source of the lower strains going into the new product."

Lesson of History

The record of history is clear. The Negro mental inferiority has invariably slowed down, reduced to a halt, and reversed the material progress of every White civilization wherein the Negro has formed any substantial part of the population. This tragic situation was brought about in every instance through the racial integration and final amalgamation of the White and Negro races.

Such a process of racial integration is going on today. Unless it is stopped, racial amalgamation will eventually result in producing a process of retrogression. This will not only end in the destruction of Caucasian civilization in this country, but the very independence of this nation will be lost, in the face of other world powers forging ahead through the homogeneity of their White populations, unaffected to any extent by racial minorities.

When this fact becomes clear to the people, they will either have to express themselves in irresistible numbers to reverse the trend toward racial integration, or face in the ultimate, a retrograded and chaotic society in which both the White race and the Negro race will have lost not only their racial identity, but their freedom as individuals as well.